

Background Information Sheet

Name	Class	Date	Lesson Type	Length
Julie	197WK	8/3		20 minutes

Lesson	
Topic	Make class's flag
Main Aim	Speaking fluency
Secondary Aim	

Materials and References
ppt file, computer, monitor(tv), crayons, paper, pins

Student Profile			
Level	intimate		
Age	Adults	Number of Students	3
Detail	Mixed level Some students are strong talker.		
Assumptions about students' knowledge as required for this lesson:			

Anticipated Difficulties and their Solutions:

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to

Stage Name: Pre Task
Purpose of this stage: Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students may be given a communicative task e.g. discuss, arrange/sort, create a list, etc. The aim is to relax students, activate their background information, and gather useful ideas for the lesson.

Materials: ppt, monitor

Time	Interaction	Procedure
30 sec	T	Every color has a different meaning. Look over here. (Turn ppt page.2) What color is it? (students answer 'red') Yes, red. What meanings could red have? Please share 3 different meanings with your group.
30 sec	S-S	(Students discuss)
20 sec	T	Okay, let's move on the next color (turn ppt page.3) blue. What could blue mean? This time, let's try to find 5 different meanings with the color blue.
1 min	S-S	(Students discuss)
10 sec	T	Can someone guess the last color? (Turn ppt page.4) White. Same as last time, find 5 different meanings with the color white.
1 min	S-S	(Students discuss)
30 sec	T	Good. When you think about these colors what comes up into your mind? It's a flag, (turn ppt page.5) especially this one is French flag. Does anyone know what the colors in this flag represent, and why do you think flags are important.
1min	S-S	(Students discuss)

Stage Name: Task Preparation		
Purpose of this stage: This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary.		
Materials: ppt, monitor, crayons, paper		
Time	Interaction	Procedure
30 sec	T	(Turn ppt page.6) What if we made our class's flag, what colors and what kind of shapes would you put in? Talk as group. (Do I.C.Q) 1) Are we going to talk about French flag? (Students say 'no') 2) What are we going to talk about? (Students say 'class flag') 3) Are we going to talk about just color? (Students say 'no') All right. Let's talk about everything of our class flag. (Turn ppt page.7)
1 min	S-S	(Students discuss) (During students are talking, prepare crayons and paper)
30 sec	T	Okay, let's just not talk about it, (turn ppt page.8) let's designed on a paper. (Do I.C.Q) 1) What are we going to do? (Students say 'make a flag') 2) Make individual flags? (Students say 'no') (Showing the paper to the students) We got only one sheet of paper, before we start let's all come up with an idea we can all agree and put it together. You got only 6 minutes. (Give crayons and paper)
6 min	S-S	(Students making the class's flag)

Stage Name: Task Realization		
Purpose of this stage: This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher.		
Materials:		
Time	Interaction	Procedure
30 sec	T	Okay. So what's our class's flag? (Students show the flag to me) Wow. Can you tell me the meaning of the colors, shapes of the flag? But not only one person, as a team you all together give me a presentation. Maybe you can have 1 minuet to discuss who tell something and who tell something.
1 min	S-S	(Students having time to prepare presentation)
3 min		(Students give presentation) (During presentation memo some mistakes here)

Stage Name: Post Task

Purpose of this stage: To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies.

Materials:

Time	Interaction	Procedure
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30 sec	T	Great. Now let's think about where should we put this great flag. Talk together and decide where to hang it.
1 min	S-S	(Students discuss where to hang the flag)
1 min	T	<p>Did you decide where to hang it? (Students answer) Okay, let's hang it there. (Hang the flag in the place where the students decided.)</p> <p>[S.O.S] Cool. Let's go back to the very first, the color. What kind of color comes in your mind when you think about yourself? (Turn ppt page.9) For me, it is orange. Because I feel red represents intensity or passion. And yellow cuteness, kindness and these color mixed its orange. That's why I choose this color because I am a very passionate and kind person when it comes to working or teaching. What's your color? Talk as group.</p>

Instructor's Comments and Assessment

Pros		
Cons		
Change		
Overall Comments		
Grade		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
Instructor	Student Signature	Date
Taute, David		